

Adapting to Public Administration in State Government

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Goals

- Describe how to identify and address staff and relationship conflicts in state government settings
- Identify negotiation styles and how to implement a successful negotiation
- Address rules and policy making in the Executive Branch of State Government

Conflict Management & Negotiations

Causes and solutions

A GROWING FIELD: CONFLICT MANAGEMENT

- Why so important?

2. At the organizational level—vast increase in restructuring

- Managers experiencing change need negotiation skills to ensure their position within org.



A growing field:



- Why so important?
 3. **At the individual level—workforce mobility**
 - Many employees proactively manage their career paths—within multiple organizations
 - Increased mobility demands better negotiation skills of those changing jobs and those employing these people

Value of conflict and competition

- Group assessment of the “value of conflict”

Conflict is dysfunctional—most people think of conflict as a negative phenomenon and they are right. High conflict levels are detrimental and destructive. Conflict takes energy away from production of goods or ideas and puts it toward resolving conflict. One study suggests managers spend 20% of time resolving not producing. Too much stress, trust broken, supportive relationships gone.

Levels of Conflict

- Where can conflict occur??
 1. Within the individual (intrapersonal conflict)
 2. Between two individuals (interpersonal conflict)
 3. Within a group (intragroup conflict)
 4. Between groups (intergroup conflict)

Solutions often depend on the level in the org. that the conflict exists...

Successful negotiation defined



- What is a “successful negotiation”?
- Sell that “tru-coat”
 - <http://www.youtube.com/watch?v=E5gwc4UizUc>
- The parking deal— “It’s my deal....”
 - <http://www.youtube.com/watch?v=su8LDtmRmw8>

Successful negotiation defined



- In groups of five—define a successful negotiation—one sentence



So what's the deal?



- Really good deals mean we focus on implementation when negotiating—not tricking the other side to pay for the “tru-coat”
- Does not mean you abandon seeking the best interest of your firm financially—but that the focus should take a broader view....

How the Point can get lost in the deal....Threats to Implementation

- **Both sides intended to perform—but interpretations differed!**
 - Frustration sets in
 - Legal process starts
 - Next deal is all about how the language works in court

Interpretation!!!



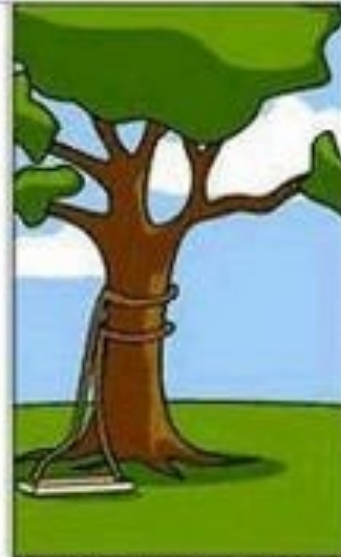
How the customer explained it



How the project leader understood it



How the analyst designed it



How the programmer wrote it



How the sales executive described it



How the project was documented



What operations installed



How the customer was billed



How the helpdesk supported it



What the customer really needed

Techniques—Integrative

- Integrative negotiating strategies
 - Requires a problem solving and cooperative approach—is not a contentious and competitive approach
 - You are trying to expand the pie or create value
 - Requires trust to be developed so information can be shared reciprocally—which is needed to solve problems

Techniques—Integrative

- Integrative dimensions
 - Many solution paths may be available
 - The point is to work on differences in the preferences that each side seeks to implement—that is your basis for negotiation
 - It requires digging deep into the problems to find alternative that could be acceptable to both sides

Applications in State Governance

- Contract negotiations
- Creating Requests for Proposals (RFPs)
- Salary/benefit negotiations
- Job expectations
- Employee discipline
- Assigning duties/tasks
- Coalition building/maintenance
- Project management
- Building stakeholder support

Coaching

Staff Conflict Management

Coaching Overview

What is Coaching?

Coaching is used to develop your employees' capabilities:

- Coaching is an ongoing, two-way process in which a manager and direct report share knowledge and experience to maximize the direct report's potential and help him or her achieve agreed-upon goals.
- Coaching relies on collaboration and requires a positive, supportive emotional bond between coach and coachee.

Coaching Overview

Why Coach?

- Overcoming costly and time-consuming performance problems
- Strengthening employees' skills so you can delegate more tasks to them and devote time to more important responsibilities—such as planning
- Boosting productivity by helping your employees work smarter
- Creating promotable direct reports who can step into your shoes as you advance up the career ladder
- Improving retention, because employees are more loyal and motivated when their boss takes time to help them improve their skills
- Fostering a positive work culture in the form of greater job satisfaction and higher motivation
- Making more effective use of company resources, because coaching costs less than formal training

Coaching Overview

When and Whom Should You Coach?

- When?
 - Informally - as you discuss goals, challenges, and on-the-job performance with employees
 - Formally - you set up structured meetings with a coachee to establish goals and review progress
- Whom?
 - A new subordinate needs direction
 - A direct report is almost ready for new responsibilities and needs just a bit more help
 - A problem performer can be brought up to an acceptable level of work if he or she receives some guidance

The Coaching Process

Key Idea: Four Steps

- **Preparation**: You observe a potential coachee, test your hypotheses about his or her skills or performance, listen for signals that your help is needed, estimate the probability of improvement, and ask the employee to prepare for coaching.
- **Initial discussion**: Share your observations with the potential coachee, ask questions and listen actively to his or her responses, and explore potential causes of the performance problem or the need for new skills. Next, agree on goals and create an action plan that will best address performance problems or close skill gaps.

The Coaching Process

Key Idea: Four Steps

- **Ongoing dialogue**: Check your coachee's progress on the action plan, refine your approach, blend inquiry with advocacy, and give feedback.
- **Follow up**: You regularly discuss what's working well and what isn't, and make any needed adjustments in the goals or the coaching process.

Preparation:

Test Hypothesis

- Based on your observations, form hypotheses (theories) about what's going on. As you form theories, ask yourself if you've done anything to cause or enable the problem behaviors you're observing. For example, consider these tendencies:
 - **Unrealistic expectations**. Are you using your own performance as a yardstick to measure others? Assuming that others' strengths are the same as yours is unrealistic and unfair.
 - **Inferring feelings**. Are you failing to identify with someone who's having a problem? Your anger or frustration may communicate itself to the employee and affect performance.
 - **Failing to listen**. Have you missed signals that the person needs help? If you haven't listened carefully in the past, you may have passed up chances to help earlier.
 - **Failing to praise**. Have you failed to compliment the employee on something he or she has done well? If so, the employee may lack the confidence or motivation to perform well.
 - **Failing to model desirable behaviors**. Have you practiced the skills and behaviors that you expect of your employee? If not, the person may not realize how important certain behaviors (such as listening) are.

Preparation

Activity: How Not To Coach...

- Elise has been coaching her employee, Tran, to prepare him for a promotion. During a recent coaching session, Tran expresses qualms about taking on the new job. Elise says, "I understand that you're nervous. But I don't want you to think you have to deliver perfect performance the first day on the new job. There's no need to be worried about the new role."
- Which negative coaching tendency did Elise exhibit?
 - Elise had unrealistic expectations.
 - Elise failed to show empathy.
 - Elise failed to listen.

Preparation:

Listen for Signals

If your employee says . . .	He or she may need help . . .
"I can't finish the project on time."	Managing time
"Maybe Ed should do this job."	Building confidence or strengthening a particular skill
"About that new job . . . I'm not really interested."	Preparing to take on greater responsibilities

Preparation:

Evaluate Potential Success

“ There is no use whatever trying to help people who do not help themselves. You cannot push anyone up a ladder unless he be willing to climb himself. ”

—Andrew Carnegie

- **Is the person willing and able to be helped?** Coaching works only when the coachee willingly agrees to participate.
- **Is the performance problem solvable?** Some problems are so deeply ingrained that no amount of coaching can help. How do you identify such problems? Unproductive behavior—whether it's bossiness, competitiveness, or lack of self-confidence—that manifests itself frequently and in a wide variety of situations most likely can't be improved through coaching.

Initial Discussion:

Be An Active Listener

- As you're asking questions, use active listening to remain tuned-in to the other person. Active listening requires you to show attentiveness by managing your verbal and nonverbal behavior. Not only are you actually listening, you look like you are.
- The hallmarks of active listening are:
 - Maintaining eye contact
 - Smiling at appropriate moments
 - Avoiding distractions
 - Taking notes when necessary
 - Controlling fidgeting and other distracting body language
 - Listening first and evaluating later
 - Never interrupting except to ask for clarification
 - Occasionally repeating what you've heard to confirm your understanding

Initial Discussion:

Discern Emotions

While you question and listen actively, be alert to the emotions behind your employee's words—such as discomfort with conflict, worry about being seen as incompetent, or fear of failing.

Detecting emotions is difficult but essential. Why? Emotions suggest the kind of support a person needs most from you.

If your employee is feeling . . .	Consider saying . . .
A lack of self-confidence	"You have the best intuitive sense of design in our department. If anyone can learn this, you can."
Afraid of the consequences of failure	"I think you should try this. Yes, it's risky, but if it doesn't work, you'll always have a place on my team."
Uncomfortable with conflict	"Try speaking up during the meeting. Howard won't like it; he disagrees. But that's his problem, not yours. And we need healthy debate to make the best decisions as a team."

Initial Discussion:

Agree on Goals

- Successful coaching requires agreement on goals. Meet with your employee to:
 - Revisit earlier discussions about goals
 - Confirm the coaching goal
 - State the benefits of attaining the goal
 - Ask for formal agreement on the goal

Coaching Dialogue	Function
"Lynn, I'm glad we could talk more about delegating."	Revisits earlier discussion.
"When you learn to delegate, you get your managerial work done on time. You also help your employees develop their skills."	States benefits of achieving goal.
"Can we agree to meet an hour each week to review your progress on delegating? You mentioned wanting to delegate three tasks to your team."	Confirms definition of the goal.
"Are we in agreement, then, that our coaching goal is to help you delegate better?"	Asks for formal agreement on the goal.

Ongoing Dialogue:

Cultivate an Emotional Bond

- During ongoing coaching sessions, you and your direct report meet to discuss job performance or needed skills in more detail. Prepare for each session by agreeing on the desired outcome of the meeting and the topics you both wish to cover. During the sessions, remember that coaching is a partnership and requires a positive emotional bond.

Cultivate that bond by:

- Keeping the tone positive
- Focusing on the opportunity for personal development
- Demonstrating your sincerity in wanting to help
- Sharing your advice, suggestions, and observations, and listening to the other person's responses and ideas
- Strengthening agreement on desired outcomes
- Gaining the coachee's agreement to create an action plan
- Setting up a follow-up date to review progress

Follow Up:

Be Systematic About Following Up

- Follow-up is most effective if you approach it systematically.
 - **Set dates for follow-up discussions.** Many coaches plan to hold follow-up discussions several days or a week after a coaching session.
 - **Regularly review the progress your coachee has made to date.** Ask him or her to demonstrate new skills if the purpose of the coaching is to prepare the person for new job responsibilities.
 - **Continue to observe your direct report's performance and behavior.** Objectively assess whether the behavior has improved or worsened over time. Express concerns promptly, and ask what the person needs from you.
 - **Continue to practice active listening with your coachee.**
 - **Continually enhance the action plan.** Identify possible modifications to the action plan and implement them promptly. Review the results.
 - **Improve the coaching process.** Periodically ask what has worked well in the coaching process itself and how the process could be improved.

Strengthening Your Coaching Skills:

Avoid Common Coaching Mistakes

Mistake	Remedy
Talking too much	Resist the urge to talk, tell, and direct in the early stages of coaching. When you do talk, focus on asking probing questions to generate needed information; for example, "How are you spending your time?" or "What is holding you back?"
Failing to listen actively	While listening to your coachee, put all other thoughts out of your head. Focus on what the person is saying, and suspend the urge to evaluate or pass judgment. If necessary, take notes to capture key comments or concerns.

Losing control of emotions	If you're having a bad day or are upset about something, do <i>not</i> engage in coaching sessions or conversations. Wait until your feelings of frustration or annoyance have passed.
Failing to prepare the coachee emotionally for new challenges	If your coachee lacks the self-confidence to take on new challenges, address that problem before pushing the person to reach for higher performance standards or to try his or her hand at a difficult new skill.

Strengthening Your Coaching Skills:

Activity: How Not To Coach...

- Brian, a former individual contributor, has recently been promoted to manager of a 10-person department. He has asked Ming, one of his employees, to lead a team he has assembled to manage a special project. Ming has never been a team leader before, so Brian suggests that he coach her to help her strengthen her team leadership skills. Ming agrees to the coaching but doesn't seem to participate actively during the sessions.
- What mistake has Brian made?
 - He led Ming to think that progress toward her coaching goals would influence her end-of-year pay increase.
 - He failed to earn Ming's trust because he lacks expertise in management himself.
 - He didn't fulfill promises he had made to Ming about how their coaching relationship would work.

Strengthening Your Coaching Skills:

Practice Your Coaching Skills

- Like any other skill, coaching becomes more effective with **constant practice**. Look for opportunities to apply your coaching skills—with your direct reports, with members of a team you're participating in, and with peers who would welcome and benefit from your help.
- Also practice coaching in the moment. Not every coaching session must be planned. If you spot an opportunity to help an employee, grab it. Fast, on-the-spot coaching is often very effective. By catching a problem in the making, you'll not only hone your abilities as a coach; you'll also prevent the problem from growing.

Applications in State Governance

- Leading a team
- Supervising a staff
- When assigned new duties involving oversight and delegation
- Dealing with difficult subordinates
- Building your credibility with pre-existing employees assigned to your supervision

Rules and policy making in the Executive Branch of State Government

Working with the process

Rules and Rule Making

RULES

1. YOU CAN....
2. YOU CAN'T...
3. YOU CAN....

- **Administrative Rules** can have tremendous reach of administrative authority into the lives of all Americans.
- Rules can be quite complex in themselves and can deal with extremely complex aspects
- Rules may be less than perfect when it comes to their application in practice.

Rules and Rule Making

- An **administrative rule** can be distinguished from an **administrative adjudicatory decision** in two ways
 - A rule generally has future effect while a decision applies to a present fact situation
 - A rule is a statement of general applicability while a decision applies to an individual or a small number of parties.

Three Kinds of Rules

1. Procedural

- Internal housekeeping types of rules

2. Interpretive

- Are considered to be merely the agency's interpretation of the statute. They do not supplement the statute or prescribe conduct under a grant from the legislature.
- The notice and comment provisions of section 553 of the APA do not apply

3. Legislative (or substantive)

- Akin to statutes in their legal effect – said to have the force of law, and courts are not to substitute their judgment on the wisdom of such rules

Three Types of Rules...(continued)

- Difficulty in distinguishing legislative and interpretive rules
 - A problem that is heightened by the great increase in rule making at the federal level in recent years
 - Rules are not always labeled legislative or interpretive by the issuing agency
 - Even when they are, some courts have found that the labels given are not reliable

Rule Making and Its Control

- “One of the greatest inventions of modern government.”
 - *Kenneth Culp Davis, legal scholar in field of Administrative Law*
- Has grown out of necessity
- Economic impact of regulations on private parties can be considerable

State Administrative Rule Process

Iowa Example...

Rule Making In Iowa

<http://www.adminrules.iowa.gov>



- Iowa's rule making process addresses:
 1. Limited opportunity for both the Governor and the Legislature to exercise oversight over the rulemaking process
 2. Opportunity for public to participate and critique through comment period
 3. Publication process to widely distribute final rules and to provide for the codification of the rules

Rule Making In Iowa: Procedures to Develop Rules

<http://www.adminrules.iowa.gov>

- Iowa Code Chapter 17A, called the “Iowa Administrative Procedures Act” (IAPA) defines specific procedures which must be followed for:
 - Implementing or modifying administrative rules
 - Regulating contested cases which are trial-type hearings and,
 - Judicial review of any agency action

NOTE: These procedures do not provide the public the power to reject the agency’s rulemaking. Agencies have the authority to adopt administrative rules they determine are the most effective in implementing the law. However, the procedures do ensure that agency decision making is subject to public scrutiny and that agencies give full and fair consideration to public comments.

Rule Making In Iowa: Procedures to Develop Rules

<http://www.adminrules.iowa.gov>

- The entire administrative rulemaking process takes a minimum of 108 days to complete and involves two main procedures including:
 1. Public notice in **Iowa Administrative Bulletin (IAB)** bi-weekly publication of notices and final adoptions
 - [https://apps.legis.iowa.gov/Help/Iowa Law %26 Rules/Administrative Rules/Iowa Administrative Rules/Iowa Administrative Bulletin.htm](https://apps.legis.iowa.gov/Help/Iowa%20Law%20Rules/Administrative%20Rules/Iowa%20Administrative%20Bulletin.htm)
 2. Implementation for the “final” adoption, publication and distribution of the actual rules

Rule Making In Iowa: Procedures to Develop Rules

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- Review of Proposed Rules:
 - Both the Governor and the Legislature review agency rulemaking on an ongoing basis. The legislature's **Administrative Rules Review Committee (ARRC)** meets monthly to review all proposed and “final” rules that are currently in process
 - The public may attend these meetings and may make presentations on these rulemaking proposals. The **Governor's Administrative Rules Coordinator** also sits on the committee as an ex-officio non voting member

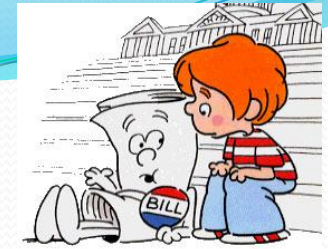
Rule Making In Iowa: Procedures to Develop Rules

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Review of Proposed Rules continued....

- Both the Governor and the ARRC can “object” to any rule. In effect an “objection” is a written opinion that either the Governor or the ARRC finds a rule to be unlawful
 - If the rule is later challenged in court, the objection requires the agency to come forward and to prove the validity of its rule
 - The Governor can rescind any proposed rule up to 70 days after it has become effective
 - The committee can delay the effective date of a proposed rule pending additional review by the legislature itself
 - The legislature may rescind any administrative rule by joint action of the two houses

Rule Making In Iowa: <http://www.adminrules.iowa.gov>



Bill Becomes a Law —now part of Iowa Code. Some laws call for State Agency to adopt administrative rules...if so, then.....

Notice of Intent to Adopt Rules (17A.4): Agencies draft rules or propose changes to current rules which are then filed as “**Notice of Intended Action**” with Governor’s Adm. Rules Coordinator

50-65 days

Proposed Rules published in Iowa Administrative Bulletin (IAB) 20 days after receipt of rules by Rules Coordinator

19-20 days

Public Comment Period and Hearings: With publication of “Notice of Intent to Adopt” (above) in the IAB the first 20 days is reserved for public to comment. Agency may extend at their discretion. Minimum of 25 persons can demand a public hearing—although some agencies hold hearings regardless

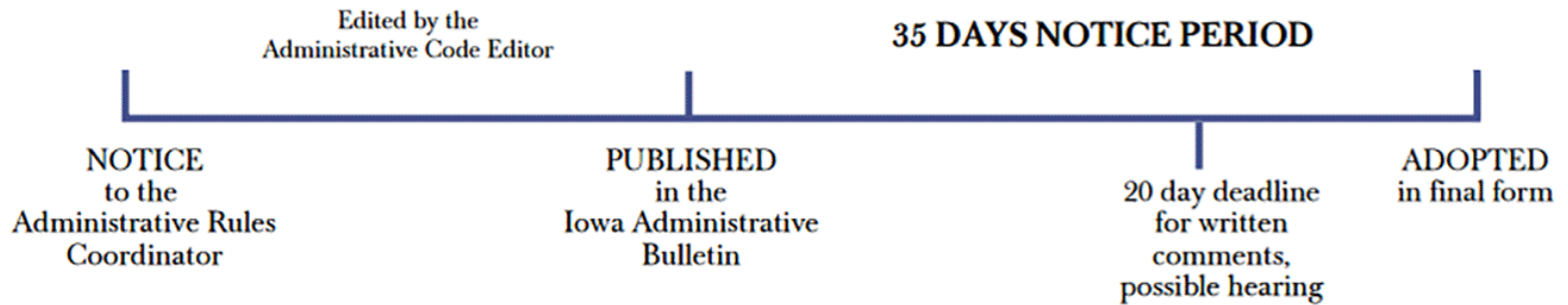
Legislative Review: Reviews after “Adopted and Filed” published and may delay rule until next General Assembly

Agency Adopts Rules after minimum of 35 days from time that “Notice of Intended Action” was published in IAB

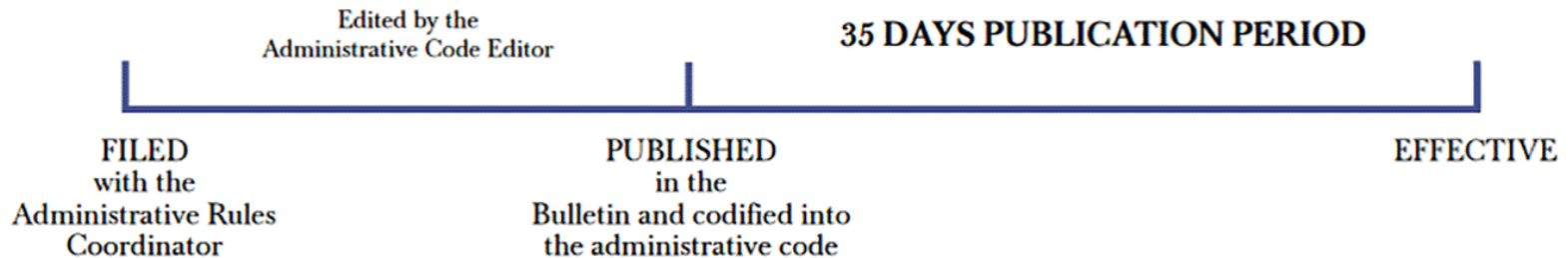
35+ days

THE IOWA RULEMAKING PROCESS

NOTICE OF INTENDED ACTION



ADOPTION and PUBLICATION



THE RULE-MAKING PROCESS TAKES AT LEAST
108 DAYS

Rule Making In Iowa: Procedures to Develop Rules

<http://www.adminrules.iowa.gov>

Additional Information.....

- Any interested person may request that the agency prepare, “a concise statement of the principal reasons for and against the rule it adopted, incorporation therein the reasons for overruling consideration urged against the rule”
 - Request can be made up to 30 days after final adoption and must be completed within 35 days of request
 - Only those reasons listed in this statement can be introduced by agency in court to justify the rule if a case should be brought

Rule Making In Iowa: Procedures to Develop Rules

<http://www.adminrules.iowa.gov>

Additional Information.....

- While focus on 35 day adoption as the minimum, there is a maximum date of 180 days to adopt or terminate the rulemaking
- Since the first 20 of the 35 days of the process are dedicated to public participation, this leaves only 15 days for consideration and analysis of that public comment. **More commonly the notice period runs 45 to 90 days, depending on the complexity of the public comment.**

Rule Making In Iowa: Procedures to Develop Rules

<http://www.adminrules.iowa.gov>

Additional Information.....

- Unless the validity of rule is challenged within two years of effective date, the rule is presumed from procedural standpoint only versus a person who is *aggrieved or adversely affected* by state rule.
- **Regulatory analysis:** must include quantifications of the data and must account for short-term and long-term consequences.
 - An agency must issue a **regulatory analysis** of a proposed rule if an appropriate request is made within 32 days after the notice is published

Rule Making In Iowa: Procedures to Develop Rules

<http://www.adminrules.iowa.gov>

Additional Information.....

- **Small Business Regulatory Analysis:** required if requested and if the rule would have a substantial impact on small business
 - Can be made by legislature, rules coordinator or group of 25 persons who qualify as a small business or by org. representing such businesses
 - The agency must reduce the impact of a proposed rule that would have a “substantial impact” on small business. This analysis must determine whether it would be reasonable to establish less stringent or simplified regulations, performance standards or small business exemptions....

Rule Making In Iowa: Procedures to Develop Rules

<http://www.adminrules.iowa.gov>

Additional Information.....

- **Fiscal Impact Statement:** Iowa Code provides for a modification of non-mandated/authorized rules which will require expenditures (by political subdivisions or their contracting entities).
 - If a rule will increase annual expenditures by more than \$100,000 for these affected parties then a fiscal impact statement outlining these costs of the administrative rule is required. NOTE: This provision can snag any agency which is unaware that in reality this part of the rulemaking process.
 - The fiscal impact statement must be submitted to the administrative rules coordinator for publication in the IAB, along with the notice of intended action, and to the Iowa General Assembly Legislative Council's fiscal committee.

Application

- Responding to new approved legislation
- Defining old approved policies that lack consistency
- Creating a clear understanding of executive branch/
program application to a policy
- Creating a common frame work for organizational
application and for those impacted by the rule

Leadership

Differences and Effectiveness

Leadership: What is it?

- We say that leadership is essential. We say that our organizations will fail without good leadership-so, ***what is good leadership?***
 - Action-to lead?
 - Must lead something-people
 - Must inspire people to take an action that otherwise wouldn't happen?
 - Perhaps leadership is just collecting bits, then running to the front to reflect values back on the group? Or is it something more tangible?

Leadership: What is it?

- Describe the traits of a good leader
- Describe the behaviors that a good leader demonstrates
- Describe how a good leader should act in a crisis

Leadership Theory: Trait Based

- Trait Perspective: What traits do good leaders share?
 - Intelligence
 - Dominance
 - Self-confidence
 - Energy
 - Task relevant knowledge

Trait Based

- Trait Perspective: What traits do good leaders share? (Handbook of Leadership by Stodgill, 1974)
 - Classified hundreds of traits into six categories
 - Physical
 - Personality
 - Intelligence
 - Social/educational background
 - Social skills
 - Task-related orientation

Trait Based

- *Trait Perspective: What traits do good leaders share?
Continued.....*
 - Results? Intelligence, dominance, self-confidence, high energy level, and task-relevant knowledge were most evident in leaders
 - **BUT**, the correlations were weak—why???????

Trait Based

- *Trait Perspective questioned continued....*
 - But, surely traits matter?
 - Researchers concluded that these traits tended to push people into leadership positions—but they may not produce good leadership
 - Put another way, the traits make leaders, but may not lead to effective leadership practice

Leadership Theory: Behavioral Based

- Behavioral Perspective: So if traits can't explain effectiveness, then maybe the behaviors that come from traits could????
 - Dimensions of Leadership
 - How leadership styles relate to effectiveness
 - How to measure leadership effectiveness

Behavioral Based

- Behavioral Perspective: How do you act when you lead? What style do you employ?
 - Levin and Lippitt (1939 University of Iowa) saw three styles of leadership
 1. **Autocratic**-Top down—directing the activities
 2. **Democratic**-group decision making/majority rule/ facilitate decision making
 3. **Laissez-faire**-no leadership direction
 - The *style of leadership* matters, the traits do not

Behavioral Theories

- Stodgill and Coons (1957) saw behavioral leadership in two ways (dimensions):
 - Initiating structure-degree to which the leader sets the agenda and organizes the work or process either *high or low*
 - Consideration-extent the leader shows concern for the welfare of the group/individuals regarding job satisfaction, well being, etc. *high or low*
 - Conclusion: Leaders that do both are the most effective

Contingency Theories

LEAD Model (Blanchard, 1977):

The single most important contingency in selecting a leadership style is the follower's task-relevant maturity.

- The mature follower is highly motivated/has it together
- The immature follower lacks motivation, can't assume responsibly, doesn't have all the competencies
- The level of maturity is not tied to the person, but to the match between person and task—it is situational
 - Parking rules versus surgery rules for physicians

Contingency Theories

- *LEAD Model continued:* So,
 - If maturity level low, then task oriented—not relationship oriented
 - If maturity level high, then leave them alone and simply make sure you have a good relationship with the subordinate—they don't need direction, pats on the back, etc. to any great extent
 - This model is well known and appeals to our sensibilities

Contingency Theories

- So, what do we make of Contingency Theories?
 - Leadership can be situational—it depends on the environment
 - To be effective, you must be able to see the relationship between manager, subordinate, and context of the situation
 - Leaders must be aware of their limits to know a situation and be able to adapt their leadership style to maximize effectiveness

Transactional vs. Transformational Leadership

- Status quo (goal)
- Play within rules
- Maximize self (rewards)
- Tit for Tat (incentives)
- Mutual Dependence (manager/follower)
- Physical, economic, safety needs
- Ordinary Performance
- Upset status quo
- Change the rules
- Benefits for all
- Greater good
- Interdependence (manager/follower)
- Self actualization—higher level
- Extraordinary Performance

Questions for Reflection and Discussion

- Do the techniques that you currently employ to motivate match well the individual factors within each person in your team, OR do they match your own perception of how people ought to be motivated—OR do they reflect how you yourself are motivated?!!
- (we are talking about your own personal motivational techniques as well as your organization's techniques)

Questions for Reflection and Discussion

- What are the biggest de-motivators for most people in your work group?
- How are you learning of these factors?
- Name the last three de-motivators you removed for your team—was productivity enhanced?
- Could you develop a plan to remove these de-motivators?

Application

- Leading a team
- Supervising a staff
- When assigned new duties involving oversight and delegation
- Dealing with difficult subordinates
- Building your credibility with pre-existing employees assigned to your supervision

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